

## SHAW HEIGHTS ELEMENTARY

1495 Frierson Rd.  
Shaw AFB, SC 29252

**GRADES** 2-3 Elementary School

**ENROLLMENT** 575 Students

**PRINCIPAL** Helen Lee 803-666-2335

**SUPERINTENDENT** J. Frank Baker 803-469-6900

**BOARD CHAIR** James Giffin 803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	55	30	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Good	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

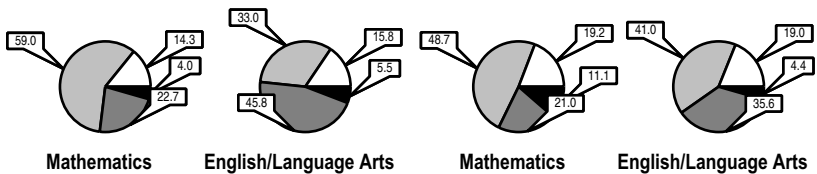
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

4.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	300	100.0	15.8	33.0	45.8	5.5	65.2	Yes	Yes
<b>Gender</b>									
Male	151	100.0	21.5	38.5	37.0	3.0	55.6		
Female	149	100.0	10.1	27.5	54.3	8.0	74.6		
<b>Racial/Ethnic Group</b>									
White	140	100.0	11.8	22.0	56.7	9.4	73.2	Yes	Yes
African-American	145	100.0	21.1	41.4	36.1	1.5	57.9	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	256	100.0	14.6	30.9	48.9	5.6	69.1		
Disabled	44	100.0	22.5	45.0	27.5	5.0	42.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	100.0	15.8	33.0	45.8	5.5	65.2		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	100.0	15.9	32.8	45.8	5.5	65.3		
<b>Socio-Economic Status</b>									
Subsidized meals	184	100.0	18.6	38.9	38.9	3.6	58.1	Yes	Yes
Full-pay meals	116	100.0	11.3	23.6	56.6	8.5	76.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	300	99.7	14.0	59.2	22.8	4.0	39.3	Yes	Yes
<b>Gender</b>									
Male	151	100.0	15.6	59.3	21.5	3.7	37.0		
Female	149	99.3	12.4	59.1	24.1	4.4	41.6		
<b>Racial/Ethnic Group</b>									
White	140	99.3	12.7	53.2	30.2	4.0	50.0	Yes	Yes
African-American	145	100.0	15.8	66.2	15.0	3.0	27.1	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	256	99.6	11.6	61.2	23.7	3.4	40.5		
Disabled	44	100.0	27.5	47.5	17.5	7.5	32.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	99.7	14.0	59.2	22.8	4.0	39.3		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	99.7	13.7	59.3	23.0	4.1	39.3		
<b>Socio-Economic Status</b>									
Subsidized meals	184	100.0	16.2	64.1	16.8	3.0	29.3	Yes	Yes
Full-pay meals	116	99.1	10.5	51.4	32.4	5.7	55.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	268	100.0	12.0	43.8	40.1	4.1	44.2
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	300	100.0	16.3	33.7	44.6	5.4	50.0
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	268	100.0	10.3	54.1	25.2	10.3	35.5
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	300	99.7	14.7	58.0	22.9	4.4	27.3
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	4.4%	Up from 0.2%	3.0%	2.7%
Attendance rate	96.6%	Down from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%		3.7%	3.5%
Eligible for gifted and talented	9.3%	Down from 10.2%	14.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Up from 4.4%	9.6%	8.2%
Older than usual for grade	4.7%	Up from 4.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 40.5%	51.4%	51.4%
Continuing contract teachers	93.8%	Up from 83.8%	90.3%	87.5%
Highly qualified teachers**	96.0%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	3.1%		0.0%	0.0%
Teachers returning from previous year	82.5%	Down from 82.7%	87.1%	86.7%
Teacher attendance rate	94.5%	Down from 96.3%	95.1%	94.9%
Average teacher salary	\$39,012	Up 4.4%	\$40,765	\$40,760
Prof. development days/teacher	14.6 days	Up from 12.9 days	12.2 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.5 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 92.2%	90.2%	90.0%
Dollars spent per pupil*	\$4,705	Down 7.0%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	58.5%	Down from 61.8%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	48.4%	Up from 41.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have completed another great year at Shaw Heights Elementary School. Our productivity can be attributed to the fact that we are committed to improving student achievement by holding high expectations for learning and social development. Some of our accomplishments are that 88% of our third graders met the standard for English/Language Arts, and 89.7% of them met the standard in Mathematics on the state's PACT assessment. Through the use of computers in the classroom, the CCC Lab, the Lightspan Lab and home deployment, students in second and third grades were exposed to computer concepts and skills necessary to succeed in the 21st century.

The greatest barriers we faced were the larger class sizes and the lack of adequate funding due to budget cuts. The larger student / teacher ratios negatively affected both academics and social adjustment. This impact could be seen both on Benchmark test scores and the number of discipline referrals sent to the office.

Our school completed its second year as a recipient of the SC READS Grant. During this two-year period all the teachers, the media specialist, the school-wide facilitator, the resource teacher and both administrators were trained extensively in the best practices for the teaching of reading. Preparation for the GED and English as a Second Language have been offered to our community in cooperation with Adult Education.

Shaw Air Force Base personnel, as well as community members and parents, volunteer a great deal of time and effort working with our teachers and students to provide for our needs. With the help of many volunteers, we have been successful in creating a wetlands area for science studies, which also serves as a tranquil area for other lessons to be taught. The Shaw Heights faculty and staff work well with the community, and we are happy to be a part of it.

Helen M. Lee, Principal

Latasha Robertson, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	213	118
Percent satisfied with learning environment	95.2%	87.3%	70.7%
Percent satisfied with social and physical environment	100.0%	84.3%	83.6%
Percent satisfied with home-school relations	83.3%	89.2%	67.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.